DESIGNING COMPUTER MEDIATED COMMUNICATION (CMC) USING MOODLE IN TEACHING READING AT PUBLIC SECONDARY HIGH SCHOOL (SMA) 92 JAKARTA

Herri Mulyono
NIM : 0708086046

Presented in Partial Fulfillment of the Requirements
for the Master of Education Degree in English

GRADUATE SCHOOL
UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA
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Thesis Committee Agreement

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THESIS

By

Herri Mulyono

NIM: 0708066046

Approved to be examined

Name	Signature	Date
Advisor I		
Hartoyo. M.A., Ph.D	.....	30/7-2010 .....
Advisor II		
U. Suparman, M.A., Ph.D	.....	28/7-2010 .....

Jakarta, 30-7-2010

Department of English Education

Chairperson

Dr. H. Gunawan Suryoputro, M.Hum

The Thesis and Oral Defense Committee have approved this Thesis as partial fulfillment of the requirements of the Master of Education in English

Thesis Advisors

Hartoyo, MA., Ph.D

Ujang Suparman, MA.,Ph.D

Oral Defense Committee

Prof. Dr. Hadjid Harnawidagda, M.Pd

Dr. Santi C. Djonhar

Chair of the Master of English Education Program

Dr. Gunawan Suryoputro, M.Hum.

Jakarta, 10-5-2011

Graduate School

University of Muhammadiyah Prof. Dr. HAMKA

Prof. Dr. H. R. Santosa Murwani

ABSTRACT

Herri Mulyono. *Designing Computer-Mediated Communication (CMC) Using Moodle in Teaching Reading at Public Secondary High School (SMA) 92 Jakarta*. Thesis. Post Graduate Program of Muhammadiyah University Prof. Dr. HAMKA, 2010.

This research aims at providing basic concepts of computer mediated communication (CMC) using *Moodle*, developing a design from the concepts and investigating students' response towards the application of the computer mediated communication (CMC) using *Moodle*. This research lasted from April 12 up to May 15, 2010 with 35 students from public secondary high school (SMA) 92 as research participants. The case study was chosen to carry out this research. Questionnaire and *Moodle* protocols were used as data collecting instrument.

Concepts of designing computer mediated communication for English instruction, particularly in teaching and learning reading have to concern three aspects: instructional design, web design and students. The instructional design covered three areas of planning, implementation, and evaluation. In addition, teacher' role and students' role in every learning session via computer mediated communication application had to be reviewed to meet the learning objectives and activities.

There results of this research show that there is no evidence indicating that students who often respond some issues in forum discussion will achieve better in quizzes and final test as well. The successful of students' reading lesson, therefore cannot be retrieved automatically from number but quality of their postings. However, students who participate more in learning sessions tend to have better scores in reading quizzes. This means, students tend to result better in learning quizzes when they are attached to each learning sessions (attend each learning activity in the website).

Students' responses towards computer mediated communication application were positive in relation to the two designs of this research: instructional design and web-design. Students were interested and strongly motivated to complete their own learning for this kind of learning activities via web-mediated learning is new for them.

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There is no word by saying thanks to Allah for His bless in giving chance for the writer to complete research entitled "Designing Web-Mediated Learning Using Moodle in Teaching Reading at Public Secondary High School (SMA) 92 Jakarta. The thesis is intentionally written as requirement to obtain the degree of *Magister Pendidikan* (M.Pd) at Department of English Education, Post Graduate Program University of Muhammadiyah Prof. Dr. HAMKA Jakarta.

This writing of thesis is encouraged by the advanced use of information and communication technology as well as the mass use of internet in particular. However, such usage is still constrained to higher level of education that the application area in level of secondary school like high school (SMA) does not seem motivating. This thesis therefore is trying to offer view point on feasibility of applying web-mediated learning in teaching reading in high school level.

In addition, this writing would not have been possible without assistances from other parties. In this limited space, the write would thank for the following names for their assistant and contributions in this proposal writing:

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

In education field, the use of computer as part of information and communication technology is first initiated by what is called by computer assisted learning (CAL) while in relation with language learning it is known as Computer Assisted Language Learning (CALL). Computer software and programs which are the core of CALL applications are devised to assist students in understanding particular materials.

By the development of communication and information technology the presence of CALL using internet in language classroom is intentionally devised to put the transference of knowledge from teacher to students at its ease. The use of internet is proposed mainly to provide more learning resources while on other values, computer with internet network access is carried out in teaching and learning environment to diminish the constraints that both teacher and students might encounter during the process of teaching and learning like less time of teacher-students interaction or even among students themselves.

Applying CALL with internet facilities provides more opportunities for teacher to interact with their students beside they could access learning

materials and have these materials downloaded from website. Using internet as teaching and learning media as part of ICT practices in language classroom also makes available for the student-student interaction as well as the open discussion in students forum.

In addition, internet applications have been developed to bridge both teachers and students to the teaching and learning practices by integrating number of beneficial facilities such as content-management system, chatting, forum, blog and etc. From such application, education activities are mostly feasible to carry out in mode of web-based learning via internet. This web-based learning considerably affects on teaching and learning practices and behaviors for each member involved. Bonk and Reynolds in Anderson mentions that the use of internet in carrying out *online learning* has:

> ".. to promote higher-order thinking on the Web, online learning must create challenging activities that enable learners to link new information to old; acquire meaningful knowledge; and use their metacognitive abilities; hence, it is the instructional strategy, not the technology, that influences the quality of learning."[1]

From the quotation, Bonk and Reynolds afford to open our mind that principally *online learning* activities are supposedly designed in order to develop students' learning experiences. This might be shown by their ability to make connections on their previous experiences and construct new knowledge for problem solving strategy. In such environment, Kozma as been quoted by Anderson says that the action of *online learning* might be devised

[1] Tery Anderson. 2008. *Theory and Practice of Online Learning*. Canada: AU Press, p.16.

as tool for teacher to provide real-life model and would be alternatives for students to make simulation of the real action.[2]

The development of *online learning* application like *Moodle* nowadays has provided wide opportunities for teacher and students to carry out teaching and learning practice in a virtual classroom via internet. The integration of sound effect, visual attraction and interactive tools in such *online learning* application might be valuable contribution for the practice of teaching and learning English, particularly reading that puts its objective on enabling students to understand certain information, messages, thoughts delivered in written mode of language.

In Indonesian context, the use of internet which is bounded into CAL and CALL application has been emerged in educational activities. The conversion to school level of SBI (International standardized school), RSBI (pioneer of International standardized school), SSN (national standardized school), and SKM (autonomous school category) from any ordinary schools which are proposed by the national education department emphasizes the use of computer as basic requirement for school facilities. In government regulation (Perpu) Number 99 year 2005 about the national standard of education it is stated that those SBI, RSBI, SSN and SKM has to fulfill 8 requirements of national education standard: the graduation standard, content standard, process standard, educator and education forces standard, facility standard, management standard, funding standard, and standard of evaluation.

[2] Tery Anderson. *Op.Cit,* p. 1

In facility standard, schools are required to fulfill the minimal criteria of room for learning, sport field, mosque, library, laboratory, work exercise field, play ground, room for creativity, and other learning resources which sustain the teaching and learning process including the use of information and communication technology.[3] Availability of computers and internet access of course may be subsequent requirement for the application of information and communication technology.

Although *online learning* has been widely practiced in teaching K-12 class besides university level, its practice in general school level out of industrial countries like Indonesia is still reluctant. Internet is limitedly used for learning resources, sending email, and chatting instead of teaching and learning activities online. The utilization of internet application of School Administration System (Sistem Administrasi Sekolah – SAS, available at http://sas.subdis-smu-jkt.or.id) by the regional government of Jakarta puts its main function merely on the work of school administrations such as the lesson planning and scoring instead of teaching and learning activities.

Instead of e-learning menu in SAS application, the activities of teaching and learning are absent that this menu is limited to have online test for subject teachers. This menu is for teachers to have feedback on their own subject competency. Students, in this application, are extremely ignored to make access to such application as the system is protected by username and password.

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[3] Government Regulation No. 9 Year 2005 about *National Education Standard* Chapter 1 Verse 1, p. 3.

However, the obligation for public high school (SMA) to make internet access to SAS DKI Jakarta shows some benefits. First, the policy has made sure that obliged schools have some basic requirements of computer and internet access availability. Second, when lesson planning and scoring system are required to carry out in online mode, consequently, teachers are to have basic computer skill such as typing and data input. Moreover, most teachers are motivated to have their own computer (or portable laptop) and make internet access from it via school network or their own access at home.

For some schools at DKI Jakarta, particularly at Public Secondary High School (SMA) 92 North Jakarta, the benefits generated by SAS obligation has to be seen as potential resources. Computer availability, internet access, school network, and availability of human resources could be undertaken to fulfill the *online learning* requirements. Furthermore, support from telecom company (PT. TELKOM) in providing wireless internet access for some schools at DKI Jakarta, including Public Secondary High School (SMA) 92 has been great contribution for the feasibility to carry out *online learning* activities.

Despite of availability of computer, internet access, school network, and human resources, those potentials for e-learning are not functioned optimally. Internet access and school network are limitedly used for fulfillment of teachers administration tasks and learning material resources. Those potentials does not seem pay more attention to be used for e-learning application. They are not applied to sustain teaching and learning process